

**THE STUDENTS' MOTIVATION IN MEMORIZING ENGLISH
VOCABULARY AT THE SECOND YEAR OF
SMPN 11 SIAK**



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PEKANBARU
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ABSTRACT

TRISNA SARI (2010): “THE STUDENTS’ MOTIVATION IN MEMORIZING ENGLISH VOCABULARY AT THE SECOND YEAR OF SMPN 11 SIAK ”

The motivation in memorizing English vocabulary is considered as the most important thing which should be conducted well by the students. Every student should possess good motivation in memorizing as to gain good achievement.

The students do not have motivation to memorize English vocabulary because they do not have various methods to memorize it and sometimes make them bored to memorize it.

Therefore, the writer is very interested in carrying out a research. The writer catches some important problems that should be known and be solved. It is how the second year students of the Junior High School should possess good motivation in memorizing as to gain good achievement.

This study was carried out the second year students of SMPN 11 SIAK. The subject of this study was the second year students, and the object was the motivation in memorizing English vocabulary. The population of this study was 40 students in a class second year students. In this case, the writer usedp total population (population sample) in conducting this research.

In collecting data, the writer had applied are Questionnaire and Interview. The questionnaire was the main instrument to collect the data because it was considered to represent all the data needed about the motivation in memorizing English vocabulary at the second year of SMPN 11 SIAK and the factors influence the motivation in memorizing English vocabulary. Then, the data were processed and analyzed by supplying, totaling and comparing with the total needed. The statements used were such as high, mediocre and low. Each item of the questionnaires was presented in the form of table. This technique is called the descriptive quantitative with percentage technique.

Based on the writer’s research, the degree of motivation in memorizing English vocabulary at the second year of SMPN 11 SIAK is at low level. The level percentage of the students is 48.8% which is categorized at the category 0% - 49%.

ABSTRAK

**TRISNA SARI (2010): “MEMOTIVASI SISWA DALAM MENGHAFAK KOSA
KATA BAHASA INGGRIS DI KELAS II SMPN 11 SIAK
“**

Motivasi dalam menghafal kosakata bahasa Inggris dianggap sebagai hal yang paling penting yang harus dilakukan oleh siswa. Setiap siswa harus memiliki motivasi yang baik dalam menghafal untuk meraih prestasi yang cukup baik.

Para siswa tidak begitu memiliki motivasi dalam menghafal kosakata bahasa Inggris, karena mereka tidak memiliki cara untuk menghafal dan kadang-kadang membuat mereka jenuh dalam menghafal. Oleh karena itu, penulis sangat tertarik dalam melaksanakan penelitian ini. Penulis menangkap beberapa masalah penting yang harus diketahui dan harus dipecahkan. Sebagaimana kepada siswa kelas II SMP harus memiliki motivasi yang baik dalam menghafal agar meraih prestasi yang cukup baik.

Penelitian dilakukan untuk kelas II siswa SMPN 11 Siak. Subjek dari penelitian ini adalah siswa kelas II dan objek dari penelitian ini adalah motivasi dalam menghafal kosakata bahasa Inggris. Populasi dari penelitian sebanyak 40 siswa di kelas II. Dalam hal ini, penulis menggunakan total populasi untuk melakukan penelitian.

Dalam pengumpulan data, penulis telah menerapkan wawancara dan kuesioner. Kuesioner adalah instrument utama untuk mengumpulkan data, karena mewakili semua data yang diperlukan tentang motivasi dalam menghafal kosakata bahasa Inggris di kelas II siswa SMPN 11 Siak. Dan sebagai faktor yang mempengaruhi dalam menghafal kosakata bahasa Inggris adalah motivasi. Setelah itu, data diolah dan dianalisis dengan menyediakan jumlah dan membandingkan total yang dibutuhkan. Laporan yang digunakan adalah sangat baik. Penilaian dilihat dari nilai sangat baik, baik, cukup baik, dan lemah/ kurang baik. Setiap item dari kuesioner disajikan dalam bentuk tabel. Ini disebut deskriptif kualitatif dengan teknik persentase.

Berdasarkan penelitian penulis, tingkat motivasi dalam menghafal kosakata bahasa Inggris di kelas II SMPN 11 Siak adalah tingkat penilaian kurang baik dari tingkat persentase siswa sebanyak 48,8% yang dikategorikan pada kategori 0% - 49%.

ملخص

ترسنا سارى (2010): " دوافع الطلاب فى حفظ المفردات اللغة الإنجليزية لدى الطلاب لسنة الثانية بالمدرسة المتوسطة الأولى الحكومية 11 سيك"

الدوافع فى حفظ المفردات اللغة الإنجليزية حال مهم, لا بد على كل التلميذ أن يفعلوها. لا بد على كل التلميذ أن يستحق الدوافع فى الحفظ لنيل الإنجاز. الطلاب لا يستحقوا الدوافع لحفظ المفردات اللغة الإنجليزية, لأنهم لا يستحق الذكر المتنوع ويشعرون ممل فى التذكير.

لذلك, الباحثة تريد أن يؤدى البحث. الباحثة تجد بعض المشكلة المهمة نعرفها ونحللها. وكيف التلميذ لسنة الثانية بالمدرسة المتوسطة الأولى الحكومية يستحق الدوافع فى الحفظ لنيل الإنجاز.

تؤدى هذا البحث فى السنة الثانية لدى الطلاب بالمدرسة المتوسطة الأولى الحكومية 11 سيك. موضوع البحث الطلاب فى السنة الثانية وأفراد البحث دوافع الطلاب فى حفظ المفردات اللغة الإنجليزية. مجتمع البحث 40 طلبا صف الثانى. فالباحثة تستعمل جمع المجتمع فى هذا البحث.

فى جمع البيانات, الباحثة تستعمل الاختبار والوسيلة. الوسيلة لجمع البيانات, لأن كئائب جميع البيانات المهمة عن دوافع الطلاب فى حفظ المفردات اللغة الإنجليزية. بعد ذلك, البيانات تجهز وتحلل كثيرة و تقارن بالمجموع المهم. البيان هو جيد جدا, جيد, كاف, عادل, مسكين. كل الأسئلة من الاختبار تشكل الجدول. وهذا يسمى كيفى وصفى بتقنية التقديم.

اسس على هذا البحث, طبقة الدوافع فى حفظ المفردات اللغة الإنجليزية لدى الطلاب لسنة الثانية بالمدرسة المتوسطة الأولى الحكومية 11 سيك فى طبقة المسكين . هى طبقة التقديم % 48.8 و فى الطبقة %0 - %49.

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CHAPTER I

INTRODUCTION

A. The Background

Vocabulary is needed in every language. Napa in Emmi (2005:1) says that vocabulary is one of the components of language, and no language exists without words. This statement explains that words play an important role in language. People can state words in speaking or writing.

For example in writing, the students cannot arrange any sentences they want if they cannot master some vocabularies. In expressing their ideas in writing, it needs some vocabularies arranged in order that the ideas are clearly expressed. In speaking also, students cannot say what they want without using words they know. Vocabulary is also an important thing rather than grammar to learn.

If we return to Richards' definition of curriculum, then the purposes of the programme are to transmit knowledge of the language system to the learners and to ensure that they master the grammar rules and vocabulary of the language; the content or the syllabus is a selection and sequencing of individuals grammar and lexis; the teaching procedure and learning experience will include drilling of grammatically correct sentences, explanation of theory and memorisation of list of vocabulary; and assessment based on the learners ability to produce grammatically accurate language.

In line with Richards' definition mentioned previously, the achievement for the learners to learn a language is if they are competent in communication that includes grammatical, sociolinguistic competence, and strategic competence.

In many schools in Indonesia, English language teachers and students always face some problems in the language teaching and learning process. Seemingly, the problem happened cannot and will not completely be overcome and answered without any attempts. In this case, the problem is how to decrease the problems which appear and how to increase both lecturers and students knowledge. That problem is caused by the teachers. The teachers do not master what they are supposed to teach and do not use appropriate motivation in their teaching process. So, the students may feel bored and frustrated in learning the language. That is why, the students are supposed to get their own motivation to memorize their vocabulary, and the teachers are supposed to strategies their students as well.

The importance of English language for students is an early to success for them in education area. One of the ways is mastering vocabulary which is the first step for students in mastering English language. It means all students need vocabulary to implement their skills in English (reading, listening, and writing) which formed words. Vocabulary is one of the components which enhances the four language skills. Then, understanding the techniques how to motivate in memorizing vocabulary is very important for students who learn English.

This indicates indirectly that learning of language emphasis lies on motivation in memorizing vocabulary. How much vocabulary we have already known before going to formal institutions depend on our motivation in associating with large community in that we learn some important daily words. However, it does not mean that the students necessarily learning word to word without comprehension of the words usage in context. Therefore those who is English as foreign language, little or much vocabulary learn depends on when it is

introduced, and is usually slower memorizing some words than those who's English as a second language.

At Junior High School, vocabularies are usually classified with speaking and reading. It is the fact that if the student who has a lot of memory vocabulary can speak or comprehend reading text easily. For the students who are poor of vocabulary they feel isolated and redacted to speak because they are afraid of making mistake.

In this case, the teachers are not only asked to master English, but also to motivate the students in memorizing English vocabulary. One of teachers' ways in encouraging the students' motivation in memorizing English vocabulary is by using vocabulary words in the future. For example, picture items. La Garanderie (1991) that has helped us remember that memorization is when a person learns something in order to use it in a future activity. The logically, students who have limited in memorizing vocabulary they have many difficulties in comprehending text more over in speaking.

At SMPN 11 Siak, teaching English focuses on reviewing vocabularies; expression used in short functional text related to the material and doing simple short monologue in narrative text and recount. In addition English is taught by professional English teachers. They have tried to teach their students by using various teaching method in order that their students are interested and motivated to learn English vocabulary in syllabus. Such giving them vocabulary items to memorize through games. But in fact, most of them are not motivated to memorize the vocabularies.

Based on the statement above, the students who have gotten many vocabularies items, they must be having motivation in memorizing vocabulary. Most of them still have problem in memorizing vocabulary and the writer can find out in some phenomena:

1. Some of the students are lack of efforts to memorize their English vocabulary.
2. Some of the students seldom practice or implement the motivation given by their teacher.
3. Some of the students seldom use dictionary to improve their vocabulary.
4. Some students are sometimes lazy to memorize words because the do not have various method for memorizing.

From the phenomena above, the writer is interested to conduct a research entitled **“The Students’ Motivation in Memorizing English Vocabulary at the second Year of SMPN 11 Siak”**.

B. The Problem

The Identification of the Problem

Based on the background above, the problems are formulated as follows:

- a. Why do some of the students have little vocabularies?
- b. Why do some of the students lack of efforts to memorize English vocabulary?
- c. Why some do of the students seldom practice or implement the motivation given by their teacher?

- d. Why do some of the students seldom use dictionary to improve their vocabulary?
- e. Why are some students sometimes lazy to memorize words?

C. The Limitation of the Problem

Due to the limited time, finance, and the capability of the writer, this study is limited to the students' motivation in memorizing English vocabulary at the second year of SMPN 11 Siak.

D. The Formulation of the Problem

- a. How is the students' motivation in memorizing English vocabulary at the second year of SMPN 11 Siak?
- b. What factors influence students' motivation in memorizing English vocabulary at the second year of SMPN 11 Siak?

E. The Objective of the Research

- 1. To obtain how the students' motivation in memorizing English vocabulary is.
- 2. To obtain what factors that influence students' motivation in memorizing English vocabulary at the second year of SMPN 11 Siak.

F. The Significance of the Research

This research activity is significantly carried out for the following needs, they are:

- 1. As additional information for SMP N 11 Siak about the students' motivation in memorizing English vocabulary.

2. To motivate the students' in learning English as a second language in memorizing vocabulary.
3. To complete one of the requirements for the award of Sarjana in UIN SUSKA.

G. The Reason of Choosing the Title

1. This title accords with the writer as a student of English Education of Tarbiyah Faculty.
2. This title has not been researched yet by the others researchers.
3. To give contribution in coping with the problems of memorizing vocabulary.

H. The Definition of the Term

To avoid misunderstanding, the key terms within the researched topic are defined as follows:

1. Students' Motivation

Martin (2001:412) defines student is a person who is studying at college or university: any person who studies. According to Brown (2000:160), motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. Students' motivation is a support possessed by the students to learn English.

2. Memorization

In oxford, we cannot find the world of memorization. It comes from the word memorize. It has meaning to learn something carefully that students

can remember it exactly, Hornby (2000:833). The investigator tends this effort to memorize or recall the vocabulary by students based on their learning process and also to recognize it.

3. Vocabulary

Vocabulary is a set of lexemes, including, single words; single word, compound word, and idiom (Richard, et al, 1999:400). In another definition, vocabulary is the total number of words that make up a language (Hornby, 1995:1331).

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. The Nature of Motivation

Before explaining about what motivation is, it is better to explain about motive first. According to Ngalim (1990:60), motive is everything that can support somebody to do something. Moreover, James Drever (in Slameto, 2003:60) says that motive is an effective – co native factor which operate in determining the direction of an individual's behaviour towards an end or goal, consciously apprehended or unconsciously.

Not only seriousness in learning English, but also high motivation possession is more important. Ngalim (1990:73) says: “motivation is an effort to influence their attitude so that they are interested in doing something and achieving the goals”.

Based on some definitions above, the writer concludes that motivation is a support to do an activity in reaching certain goals. According to Harmer (1990:4), there are two types of motivation, they are:

- a. Intrinsic motivation employed when learners wish to integrate themselves into the culture of the target, to identify them with and become a part of that. In this case, they desire to know as much as possible about the culture of the target language community. Lepper states that students with an intrinsic motivation also tend to prefer tasks that are moderately challenging ([www. Learn2study.org](http://www.Learn2study.org)).

- b. Extrinsic motivation describes a situation in which learners believe that the mastery of the target language will be instrumental in getting them a better job position or status.

Furthermore, Ausubel (1968:368-379) identifies that there are six needs under-girding the construct of motivation:

1. The need for *explanation*, for seeing “the other side of motivation”, for probing the unknown.
2. The need for *manipulation*, for operating- to use skinner’s term on the environment and causing change.
3. The need for *activity*, for movement and exercise, both physical and mental.
4. The need for *simulation*, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings.
5. The need for *knowledge*, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradiction, activity, to quest for solutions to problems and for self-consistent systems of knowledge.
6. Finally, the need for *ego enhancement*, for the self to be known and to be accepted and approved of by others.

Chastain (Chastain in Eri Nurwin, 1972:31) states that the problem in learning is to motivate students as the following conditions:

1. Students learn when they are dealing with the materials up grade their ability.

2. Students learn when they see the purpose in their activities and study.
3. Students learn when they see their studies important.
4. Students are motivated when the subject matter interesting.
5. Students often do not like an easy or a trivial work. They grumble at difficult class work, but they respect the demanding education
6. Students are motivated if they live in a sure environment.
7. Students are motivated if they have the opportunity to express their psychological needs for success, recognition and approval.
8. Students are motivated when they experience more success than failure. If they are incapable, they will give up.
9. Students are motivated if they realize that the subject for themselves and not for the teacher.
10. Students are motivated when they have some opportunities to make decision, enter into planning and feel responsible for participating.

From statement above, the criteria of students who have high motivation are as follows:

1. Students prefer to work on moderately challenging task, which promise success. He does not like to work on very easy task.
2. Students are responsible for their own action in teaching learning process.
3. Students like in which their performance can be compared with others and they like feedback on how they are doing the task.
4. Students have knowledge on the result of the decisions.

5. Students anticipate the future events.
6. Students have organizational skill in studying before.

According to Raffini (1996:3), there are five ways to increase intrinsic motivation, they are:

a. Autonomy

Autonomy is the desire to determine their own behaviour. They have an innate need to feel autonomous and to have control over their lives. This need for self-determination is satisfied when individuals are free to be have of their own volition – to engage in activities because they want to, not because they have to. At its core is the freedom to choose and to have choices rather than being forced or coerced to be have according to the desires of another (1996:3-4).

b. Competence

Individuals have a need to feel successful in their attempts to understand and master their environment. This need for competence motivates people to be had in ways that allow them to feel capable and effective.

c. Belonging and relatedness

The need to belong and to relate to others has a significant influence on a student's intrinsic motivation in the classroom. Having one's being recognized and accepted by peers is a psychological need of all students.

d. Self-esteem

Self-esteem, like self-worth or self value, refers to judgment of merit or value that an individual places on the various facets of the self.

e. Involvement and enjoyment

Psychiatrist, William Glasser, argues that the need for fun is basic to all human beings. By definition, intrinsically motivating activities provide individuals with fun or enjoyment, although fun and enjoyment need not be limited to intrinsically motivating activities.

Sardiman (2005:83) states that the criteria of students who have high motivation can be seen as follows:

- a. Students like doing the tasks, never give up before finishing the tasks.
- b. Being patient in facing the difficulties.
- c. Students are responsible for their own action in teaching learning process.
- d. Students like doing the tasks by their own way, never cheat.
- e. Students like finding and solving and tasks.

B. The Function of Motivation in Learning

It also happens in learning. Motivation is much needed “Motivation is an essential condition of learning”. The result of learning will become optimally if there is motivation. The more precisely motivation is given will be the more successful in learning. So, motivation will determine the intensity of learning effort to all students.

Therefore, motivation influences the existence of activity. There are three motivation functions:

- a. Pushing human being to do, become as motor or activator discharging energy. Motivation in this case is an activator or motor from every activity to be done.

- b. Determining deed direction, namely the target that will be reached.

Therefore, motivation can give direction to the activity, which must be done according to target need to be reached.

- c. Collecting deed, namely determine what deeds which must be done to reach the target, put aside any deeds which have no use for the target. A student faces the test on the chance of pass the test. Of course by studying hard and will not pass the time by playing cards or read comic, because it is not compatible with a purpose to get.

Besides there are also other functions, Motivation has function as an impeller of effort and an attained of achievement. Someone does an effort caused by motivation. The existence of good motivation in learning will show good result. In another words, the existence of assiduous effort especially is grounded by motivation. So, someone who learns will be able to bear good achievement. The intensity of students' motivation will very determine the attainment of achievement level Sardiman. (2001:82)

C. The Factor that Influence the Motivation.

The factor that influence the motivation are the existence of requirement, like biological requirement, other psychological matters, instinct, and the influence of the growth of culture of man kid. Those factors can be locked out from requirement problems, a requirement in wide meaning, between psychological and biological requirements. Therefore, motivation will always

relate to the requirement problem. According to Morgan (in Sardiman, (2001:78)) that human being has various requirement. They are :

- a. A requirement to do something or activity
- b. A requirement to please other people
- c. A requirement to reach the target
- d. A requirement to overcome the problems

One of aspects that influence the students' achievement of their study is motivation. There are various definitions of motivation itself, and there are three different perspectives emerge:

- a. From a behaviourist perspective, motivation is seen in very matter of fact terms.
- b. In cognitive term, motivation places much more emphasis on the individual's decisions (Antonia Chandra Segaran, 1995:7)
- c. A constructivist view of motivation places even further emphasis on social context as well as individual personal choices (Williams Burden in H. Douglas Brown, 2000:161).

D. The Motivation in Language Learning

Motivation plays an important role in language learning. Brown (1980:281) states that there are four general categories of specific personality factors in human behaviour, which has relation to second language acquisition. One of them is motivational factor. In other words, motivation has relationship to second language learning.

Hammer (1990:4) suggests that in studying the target language, there are two types of such motivation, integrative motivation and instrumental motivation.

- a. Integrative motivation is employed when learners wish to integrate themselves into the culture of the target language community. To identify themselves with and become a part of that. In this case, they desire to know as much as possible about the culture of the target language community.
- b. Instrumental motivation describes a situation in which learners believe that the mastery of the target language will be instrumental in getting them a better job position or status.

Relating to the above explanation, Yasmin Lukmani (1972) demonstrated that among Marathi-speaking Indian students learning English in India, those with higher in task of English proficiency. It means that instrumental motivation is more effective than integrative motivation.

E. The Importance of Vocabulary

Students need to master vocabulary as much as they can. In order to understand and use a language well, students need vocabulary to be used. Everything around them is named by certain vocabulary. Students also learn English as a foreign language at school as to know the name of something or certain vocabulary before entering the next phase of teaching. There are four skills in English: speaking, listening, reading, and writing. It means the skill need vocabulary first before students understand the skills and use them.

Vocabulary is all the words that a person knows or uses all the words in a particular language, the words that people use when they are talking about a particular subject and a list of words with their meaning, especially in a book for learning a foreign language (Hornby 2000: 1506).

Vocabulary is very important in language learning because it is hard to use language without vocabulary. A language skill is concerned with words.

River in Ruslim (2007:8) says the acquisition of adequate vocabulary is essential for successful foreign language use because, without an extensive vocabulary, we will be unable to use structural and function words that we have learned for comprehensible communication. From the statement above, it can be understood that vocabulary is very important to be mastered and understood for successful in communication. Students speak by using some appropriate vocabularies, to be a meaningful conversation each other.

Finally the writer wants to make a conclusion that vocabulary is some words in a language that have meaning to be understood and memorized.

F. Mnemonic or Memory

Before the writer describes the theories about mnemonic, the writer wants to put the introduction of memory first here because mnemonic is a part of memory devices and also a memory technique that can be used in learning or memorizing vocabulary. When the writer tries to find about mnemonic, it cannot be separated to memory because the almost always in the same area or topic. According to Gill, M.A., (in Ruslim 2007), memory is the mental activity of recalling information that you have learned or experienced. It is one of human brain mentally functions to remember something.

Mnemonic is memory strategy that helps someone remember something by associating it with another object and visualization connected with the associated object. State that mnemonic is specific memory aids for remembering information that can involve imagery and words it is easier to be studied by English foreign language students, Ulfa (2007:13).

Based on theories above, the writer can make a conclusion that mnemonic is the vocabulary memorization method by using visualization that it can help students easily remember what they remembered. Related to this research, students can memorize vocabulary as English foreign language more effectively by using this method.

a. Strategies for remembering vocabulary

Rinsky (2000:58) explains strategies for remembering vocabulary, they are:

1. Students determine the meaning of unfamiliar words first.
2. Using textbook.
3. Using English Dictionary. Dictionary is a valuable reference source and important tool in learning vocabulary. According to Kathleen (1992), there are a few general principles to keep in mind when using dictionary.
4. Never spend time looking up long list of words even if you really want to learn each word on the list. By the time you finish the list, you will

have forgotten the first ones you looked up. Instead, look up a few words at a time.

5. Do not interrupt your reading to check the meaning of a word in the dictionary unless the word is more essential to the meaning of the sentence or paragraph. Instead, mark unknown words and look them up later.
6. Whenever you look up a word, be sure to read by all the meanings and choose the meaning that suits the context in which it is used.
7. Whenever you look up a word, be sure to write down the word and its meaning.

b. Tips for Memorizing Vocabulary lists

Students need to improve their mnemonic as memory device to help their memorization in vocabulary memorization in order that they can master vocabulary easily. The writer finds there are six kinds of tricks to improve mnemonic in order that students memorize easily. These tricks are important to help students in vocabulary memorization method (mnemonic) (web-us.com; opened on 4/16/2008). They can be seen as follows:

1. Study with a friend. Although some people find studying on their own more productive, most students find that it is easier to motivate them to memorize vocabulary words while studying with a friend.

2. Come up with visual hints. For example, if you have to memorize the meaning of the word antagonism, come up with a story of an angry and who yells at everyone who comes near him.
3. Use humor. For example, if you are memorizing the meaning of the word rebuke, pronounce it like re-PUKE and imagine someone being told off for puking all over the teacher's desk.
4. Make up songs using the words. If you enjoy music, this technique can be life saver.
5. Do not memorize too many words too quickly. Try memorizing three or four words, and then test each other on just those words.
6. Get up and move! For many kids, combining physical activity with memorization can make vocabulary words stick in their heads more easily.

G. Relevant Research

In this relevant of research, the writer use two similar titles, namely:

1. The first is "Students' Mastery of Vocabulary by Memorization Method (Mnemonic) at The First Year Students of Private Islamic Senior High School Dar El Hikmah Boarding School of Pekanbaru". It is written by Al Imran (2008). He found that the students' mastery of vocabulary by memorization method (mnemonic) is not good.
2. The second is" The Correlation between students Motivation in Learning and Influence of Learning". That is written by Rusnawati (2005). Based on

her research, she found that students' motivation in learning and influence of learning is a significant and at least then enough level.

H. The Operational Concept

According to Hornby (2000:265), concept is an idea or a principle that is connected with something abstract. To avoid misinterpretation in this study, this part will express the operational concept. Concept is an important element in scientific study because it is still operated in an abstract form of the research planning which must be interpreted in to particular words in order to make easy to be measured empirically.

In order to know how the students' motivation in memorizing English vocabulary at the second year of SMPN 11 Siak, the writer determines some indicators as follows:

1. The students' prepare for a new word/ vocabulary that they have learned.
They are not like to work on very easy task.
2. The students' are responsible for their own action in teaching learning process.
3. The students' in elaborating for English vocabulary to another thing.
4. The students' in relating for new language information to concept already in memory.
5. The students' using in visual hints to remember a new word.
6. The students' in organizing for their time schedule to memorize English vocabulary at home.
7. The students' prepare in English vocabulary before entering the class.

8. The students' learn to the vocabulary items in English.
9. The students' in classifying or reclassifying for language material (vocabulary) into meaningful units (group)
10. The students' in recognizing for English vocabulary items to memorize.
11. The students' anticipate to the future events.
12. The students' has skill English vocabulary in studying before.
13. Students' make List of Vocabulary for memorize it.
14. The Students' Has Skill English Vocabulary in Studying before.
15. The Students' Using Visual Hints to Remember a New Word.
16. The Students' make a sence by using a New Word.
17. The Students' come on time when learning English.
18. The Students' spell new word.
19. The Students' guess the meaning for memorize the new word.
20. The Students' make dialogue by using new word.
21. The Students' memmorize new word before they are sleep.
22. The Students' find the meaning of the new word.
23. The Students' ask to teacher about unknown word.
24. The Students' pay attention when teacher explain.
25. The Students' lazy to memmorize a New Word.

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

A. The Design of the Research

This research is a descriptive study. This research uses the descriptive method while the approach is the quantitative approach. According to Moh. Nazir (2005 p 54) descriptive method is a method which researches a status of human group, object, set condition, system for idea or a class event at this period. Then Whitney in Nazir (2005 p 54) states that descriptive method is looking for the fact by using accurate interpretation. According to Burhan (2005:36) quantitative research with descriptive form has purpose to explain, summarize, various condition, various situation or various variable appears in society. The object of the research is based on what occurs. After that take to surface describe about condition, situation or variable. Generally, this research uses statistic inductive to analyze the data. It is kind of method that involves the collection of data for the purpose of describing exciting condition. Data will be analyzed with statistic. The variable is “The Students’ Motivation in Memorizing English Vocabulary at the second Year of SMPN 11 Siak”.

B. Time and Location of the Research

- a. This research took place at SMPN 11 Siak, and
- b. The time of the Study was on February until June 2010.

C. The Subject and Object of the Research

The Subject of this study was the second year of SMPN 11 Siak, and the object was Students' Motivation in Memorizing vocabularies.

D. The Population and Sample of the Research

The population of this study was all of the second year of SMPN 11 Siak, because the students were only 40 persons in a class, so, the writer took the total population (population sample).

TABLE III
THE NUMBER OF POPULATION

CLASS	MALE	FEMALE	TOTAL
II	14	26	40
TOTAL	14	26	40

E. Technique of Data Collection

The techniques used to collect the data by :

1. Questionnaire

The questionnaire was the main instrument to be the data that contain some questions for the respondents dealing with the students' motivation in memorizing English vocabulary. In order to determine the instrument of the questionnaire, the writer used the following options:

The Option Always	= All of the time
The Option Often	= Most of the time
The Option Sometime	= Sometimes
The Option Seldom	= Almost never
The Option Never	= Not only time. (Robert krohn, 1997:17)

2. Interview

This technique was used to collect the data about the factors that influence students' motivation in memorizing English vocabulary.

F. Technique of Data Analysis

1. To get data about the level of students' motivation in memorizing English vocabulary, the writer used the standard measurements as describe by Tohirin and Mas'ud Zein in Diwangkara Manic, 2009. The categorized:

1. High : 76% - 100%
2. Mediocre : 50% - 75%
3. Low : 0% - 49%

2. To find out the percentage of students' motivation in memorizing, the writer used the following formula:

$$P = \frac{f}{N} \times 100\%$$

P = The Percentage

f = The frequency

N = The number of students

(Sudiyono, Anas: 2003:40)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. Data Description of the Research

The research only has one variable. In this chapter, the writer presents the data in order to find out the students' motivation in memorizing English vocabulary. There are two formulations of the problem that should be analyzed in this chapter to find the answer of this study. The problems are as follows:

- a. How is students' motivation in memorizing English vocabulary at the second year students of SMPN 11 Siak?
- b. What factors that influence the motivation in memorize English vocabulary at the second year students of SMPN 11 Siak?

In this case, the writer utilized questionnaire. The questionnaires were given to respondents. After questionnaires distributed to respondents, they answered questions. Then, 50% of respondent answered some questionnaires' questions from the writer after they have completed answer the questionnaire is questions.

After finishing all activities, the writer collected the data, gathered them in tables and analyzed the data for the research is necessity. It has been put in plain words based on the comparing of respondents' answer the frequencies and the percentage.

2. Data on the Students' Motivation in Memorizing English Vocabulary

The data are presented as a result of questionnaire concerning with the students' motivation in memorizing English vocabulary. The data are as follows:

TABLE IV.2.1

The Students' Use in English Dictionary to Memorize Their English Vocabulary

Option	Alternative Answer	F	Percentage (%)
A	Always	6	15%
B	Often	4	10%
C	Sometimes	16	40% %
D	Seldom	10	25%
E	Never	4	10%
	Total	40	100%

This table shows us that 6 (15%) of respondents always prepare English vocabulary or using dictionary before following the subject in the class, 4 (10%) of respondents often do it, 16 (40%) of respondents sometimes do it, 10 (25%) of respondents seldom do it, and 4 (10%) never prepare English vocabulary or using dictionary before following the subject in the class.

TABLE IV.2.2

The Students' are Responsible for Their Own Action in Teaching Learning Process

Option	Alternative Answer	F	Percentage (%)
A	Always	-	-
B	Often	2	5%
C	Sometimes	10	25%
D	Seldom	24	60%
E	Never	4	10%
	Total	40	100%

This table shows us that no respondent always know English vocabulary in a writing, 2 (5%) of respondents often knowing it, 10 (25%) of respondents sometimes knowing it, 24 (60%) of respondents seldom know it, and 4 (10%) of respondents never knowing English vocabulary in a writing.

TABLE IV.2.3

The Students' Prepare in a New Word/ Vocabulary That They Have Learned

Option	Alternative Answer	F	Percentage (%)
A	Always	-	-
B	Often	1	2.5%
C	Sometimes	4	10%
D	Seldom	8	20%
E	Never	27	67.5%
	Total	40	100%

This table shows us that no respondent always, 1 (2.5%) respondent often set the time to memorize English vocabulary at home, 4 (10%) respondent sometimes set it, 8 (20%) of respondents seldom set it, and 27 (67.5%) of respondents never set the time to memorize English vocabulary at home.

TABLE IV.2.4

The Students' Relating in New Language Information to Concept Already In Memory

Option	Alternative Answer	F	Percentage (%)
A	Always	4	10 %
B	Often	6	15 %
C	Sometimes	20	50%
D	Seldom	6	15%
E	Never	4	10%
	Total	40	100%

This table shows us that 4 (10%) of respondents always use affixation in memorizing English vocabulary, 6 (15%) of respondents often use it, 20 (50%) of

respondents sometimes use it, 6 (15%) of respondents seldom use it, and 4(10%) of respondents never use affixation in memorizing English vocabulary.

TABLE IV.2.5
The Students' in Classifying or Reclassifying for Language Material
(Vocabulary) Into Meaningful Units (Group)

Option	Alternative Answer	F	Percentage (%)
A	Always	-	-
B	Often	8	20%
C	Sometimes	20	50%
D	Seldom	7	17.5%
E	Never	5	12.5%
	Total	40	100%

This table shows us that no respondent always uses compound in memorizing English vocabulary, 8 (20%) of respondents often use it, 20 (50%) of respondents sometimes use it, 7 (17.5%) of respondents seldom use it, and 5 (12.5%) of respondents never use compound in memorizing English vocabulary.

TABLE IV.2.6
The Students' learn to the Vocabulary Items in English

Option	Alternative Answer	F	Percentage (%)
A	Always	-	-
B	Often	5	12.5%
C	Sometimes	13	32.5%
D	Seldom	15	37.5%
E	Never	7	17.5%
	Total	40	100%

This table shows us that no respondent always use synonym or antonym in memorizing English vocabulary, 5 (12.5%) of respondents often use it, 13 (32.5%) of respondents sometimes use it, 15 (37.5%) of respondents seldom use it, and 7 (17.5%) never use synonym or antonym in memorizing English vocabulary.

TABLE IV.2.7**The Students' Prepare for English Vocabulary before Entering the Class**

Option	Alternative Answer	F	Percentage (%)
A	Always	-	-
B	Often	-	-
C	Sometimes	4	10%
D	Seldom	16	40%
E	Never	20	50%
	Total	40	100%

This table shows us that no respondent always and often uses homophone in memorizing English vocabulary, 4 (10%) of respondents sometimes use it, 16 (40%) of respondents seldom use it, and 20 (50%) of respondents never use homophone in memorizing English vocabulary.

TABLE IV.2.8**The Students' Recognizing in English Vocabulary Items to Memorize**

Option	Alternative Answer	F	Percentage (%)
A	Always	3	7.5%
B	Often	4	10%
C	Sometimes	8	20%
D	Seldom	15	37.5%
E	Never	10	25%
	Total	40	100%

This table shows us that 3 (7.5%) of respondent always makes list of vocabulary for memorize it, 4 (10%) of respondents often make it, 8 (20%) of respondents sometimes make it, 15 (37.5%) of respondents seldom make it, and 10 (25%) of respondents make list of vocabulary for memorize it.

TABLE IV.2.9
The Students' Preparing in Dictionary before Entering the Class

Option	Alternative Answer	F	Percentage (%)
A	Always	5	12.5%
B	Often	8	20%
C	Sometimes	16	40%
D	Seldom	11	27.5%
E	Never	-	-
	Total	40	100%

This table shows us that 5 (12.5%) of respondents always speak English with teachers or friends, 8 (20%) of respondents often speak it, 16 (40%) of respondents sometimes speak it, 11 (27.5%) of respondents seldom speak it, and no respondent never speak English with teachers or friends.

TABLE IV.2.10
The Students' Feeling Happy If They Listen to Someone Speaks English

Option	Alternative Answer	F	Percentage(%)
A	Always	4	10%
B	Often	6	15%
C	Sometimes	23	56%
D	Seldom	6	15%
E	Never	1	4%
	Total	40	100%

This table shows us that 4 (10%) of respondents always use pictures to memorize English vocabulary, 6 (15%) of respondents often use it, 23 (56%) of respondents sometimes use it, 6 (15%) of respondents seldom use it, and 1 (4%) of respondent never uses pictures to memorize English vocabulary.

TABLE IV.2.11

The Students' Organizing Time the Schedule to Memorize English Vocabulary At Home

Option	Alternative Answer	F	Percentage (%)
A	Always	-	-
B	Often	2	5%
C	Sometimes	8	20%
D	Seldom	20	50%
E	Never	10	25%
	Total	40	100%

This table shows us that no respondent always and often knows the shape and function of English vocabulary, 4 (14.3%) of respondents sometimes know it, 18 (64.2%) of respondents seldom know it, and 6 (21.5%) never know the shape and function of English vocabulary.

TABLE IV.2.12

The Students' Memorizing English Vocabulary Based On Their Activity

Option	Alternative Answer	F	Percentage (%)
A	Always	-	-
B	Often	5	12.5%
C	Sometimes	10	25%
D	Seldom	20	50%
E	Never	5	12.5%
	Total	40	100%

This table shows us that no respondent always use symbols to memorize English vocabulary, 5(12.5%) of respondents often use it, 10 (25%) of respondents sometimes use it, 20 (50%) of respondents seldom use it, and 5 (12.5%) of respondents never use symbols to memorize English vocabulary.

TABLE IV.2.13
Students' Make List of Vocabulary for Memorized It

Option	Alternative Answer	F	Percentage (%)
A	Always	-	-
B	Often	-	-
C	Sometimes	8	20%
D	Seldom	23	57.5%
E	Never	9	22.5%
	Total	40	100%

This table shows us that no respondent always and often took new vocabulary in a content, 8 (20%) of respondents sometimes took it, 23 (57.5%) of respondents seldom took it, and 9 (22.5%) of respondents never took new vocabulary in a content.

TABLE IV.2.14
The Students' Has Skill English Vocabulary in Studying Before

Option	Alternative Answer	F	Percentage (%)
A	Always	-	-
B	Often	-	-
C	Sometimes	8	20%
D	Seldom	18	45%
E	Never	14	35%
	Total	80	100%

This table shows us that no respondent always and often needs more than or less than 20 minutes to memorize English vocabulary, 8 (20%) of respondents sometimes need it, 18 (45%) of respondents seldom need it, and 14 (35%) of respondents never need more than or less than 20 minute to memorize English vocabulary.

TABLE IV.2.15
The Students' Using Visual Hints to Remember a New Word

Option	Alternative Answer	F	Percentage (%)
A	Always	5	12.5%
B	Often	7	17.5%
C	Sometimes	19	47.5%
D	Seldom	9	22.5%
E	Never	-	-
	Total	40	100%

This table shows us that 5 (12.5%) of respondents always follow English television program to memorize English vocabulary, 7 (17.5%) of respondents often follow it, 19 (47.5%) of respondents sometimes follow it, 9 (22.5%) of respondents seldom follow it, and no respondent never follows English television program to memorize English vocabulary.

TABLE IV.2.16
The Students' make a sentece by using a New Word

Option	Alternative Answer	F	Percentage (%)
A	Always	5	12.5%
B	Often	7	17.5%
C	Sometimes	19	47.5%
D	Seldom	9	22.5%
E	Never	-	-
	Total	40	100%

of respondents sometimes follow it, 9 (22.5%) of respondents seldom follow it, and no respondent never make a sentence by using a new word.

TABLE IV.2.17
The Students' come on time when learning English

Option	Alternative Answer	F	Percentage (%)
A	Always	28	70%
B	Often	10	25%
C	Sometimes	2	5%
D	Seldom	-	-
E	Never	-	-
	Total	40	100%

This table shows us that 28 (70%) of respondents always come on time when learning English, 10 (25%) of respondents often follow it, 2 (5%) of respondents sometimes follow it, No respondent seldom and never come on time when learning English.

TABLE IV.2.18
The Students' spell the new word

Option	Alternative Answer	F	Percentage (%)
A	Always	28	70%
B	Often	10	25%
C	Sometimes	2	5%
D	Seldom	-	-
E	Never	-	-
	Total	40	100%

This table shows us that 2 (7.2%) of respondents always follow English television program to memorize English vocabulary, 5 (17.8%) of respondents often follow it, 14 (50%) of respondents sometimes follow it, 7 (25%) of respondents seldom follow it, and no respondent never follows English television program to memorize English vocabulary.

TABLE IV.2.19**The Students' guess the meaning for memorize the new word**

Option	Alternative Answer	F	Percentage (%)
A	Always	5	12.5%
B	Often	7	17.5%
C	Sometimes	19	47.5%
D	Seldom	9	22.5%
E	Never	-	-
	Total	40	100%

This table shows us that 5 (12.5%) of respondents always guess the meaning for memorize the new word, 7 (17.5%) of respondents often follow it, 19 (47.5%) of respondents sometimes follow it, 9 (22.5%) of respondents seldom follow it, and no respondent never guess the meaning for memorize the new word.

TABLE IV.2.20**The Students' make dialogue by using new word**

Option	Alternative Answer	F	Percentage (%)
A	Always	4	10%
B	Often	6	15%
C	Sometimes	23	56%
D	Seldom	6	15%
E	Never	1	4%
	Total	40	100%

This table shows us that 4 (10%) of respondents always make dialogue by using new word, 6 (15%) of respondents often use it, 23 (56%) of respondents sometimes use it, 6 (15%) of respondents seldom use it, and 1 (4%) of respondent never make dialogue by using new word.

TABLE IV.2.21**The Students' memorize new word before they are sleep**

Option	Alternative Answer	F	Percentage (%)
A	Always	-	-
B	Often	-	-
C	Sometimes	8	20%
D	Seldom	23	57.5%
E	Never	9	22.5%
	Total	40	100%

This table shows us that no respondent always and often memorize new word before they are sleep, 8 (20%) of respondents sometimes took it, 23 (57.5%) of respondents seldom took it, and 9 (22.5%) of respondents never memorize new word before they are sleep.

TABLE IV.2.22**The Students' find the meaning of the new word**

Option	Alternative Answer	F	Percentage (%)
A	Always	2	5%
B	Often	5	12.5%
C	Sometimes	14	35%
D	Seldom	7	17.5%
E	Never	-	-
	Total	40	100%

This table shows us that 2 (7.2%) of respondents always find the meaning of the new word, 5 (17.8%) of respondents often follow it, 14 (50%) of respondents sometimes follow it, 7 (25%) of respondents seldom follow it, and no respondent never find the meaning of the new word.

TABLE IV.2.23**The Students' ask to teacher about unknown word**

Option	Alternative Answer	F	Percentage (%)
A	Always	4	10%
B	Often	6	15%
C	Sometimes	23	56%
D	Seldom	6	15%
E	Never	1	4%
	Total	40	100%

This table shows us that 4 (10%) of respondents always ask to teacher about unknown word, 6 (15%) of respondents often use it, 23 (56%) of respondents sometimes use it, 6 (15%) of respondents seldom use it, and 1 (4%) of respondent never ask to teacher about unknown word.

TABLE IV.2.24**The Students' pay attention when teacher explain**

Option	Alternative Answer	F	Percentage (%)
A	Always	28	70%
B	Often	10	25%
C	Sometimes	2	5%
D	Seldom	-	-
E	Never	-	-
	Total	40	100%

This table shows us that 28 (70%) of respondents always pay attention when teacher explain, 10 (25%) of respondents often follow it, 2 (5%) of respondents sometimes follow it, No respondent seldom and never pay attention when teacher explain.

TABLE IV.2.25
The Students' lazy to memmorize a New Word

Option	Alternative Answer	F	Percentage (%)
A	Always	2	5%
B	Often	5	12.5%
C	Sometimes	14	35%
D	Seldom	7	17.5%
E	Never	-	-
	Total	40	100%

This table shows us that 2 (7.2%) of respondents always lazy to memorize a new word, 5 (17.8%) of respondents often follow it, 14 (50%) of respondents sometimes follow it, 7 (25%) of respondents seldom follow it, and no respondent never lazy to memorize a new word.

TABLE IV.2.26

**The Questionnaire Recapitulation of Students' Motivation in Memorizing
Vocabulary**

NO	A		B		C		D		E		TOTAL
	F	P	F	P	F	P	F	P	F	P	
1	6	15%	4	10%	16	40%	10	25%	4	10%	100%
2	0	0%	2	5%	10	25%	24	60%	4	10%	100%
3	0	0%	1	2.5%	4	10%	8	20%	27	67.5%	100%
4	4	10%	6	15%	20	50%	6	15%	4	10%	100%
5	0	0%	8	20%	20	50%	7	17.5%	5	12.5%	100%
6	0	0%	5	12.5%	13	32.5%	15	37.5%	7	17.5%	100%
7	0	0%	0	0%	4	10%	16	40%	20	50%	100%
8	3	7.5%	4	10%	8	20%	15	37.5%	10	25%	100%
9	5	12.5%	8	20%	16	40%	11	27.5%	0	0%	100%
10	4	10%	6	15%	23	56%	6	15%	1	4%	100%
11	0	0%	2	5%	8	20%	20	50%	10	25%	100%
12	0	0%	5	12.5%	10	25%	20	50%	5	12.5%	100%
13	0	0%	0	0%	8	20%	23	57.5%	9	22.5%	100%
14	0	0%	0	0%	8	20%	18	45%	14	35%	100%
15	5	12.5%	7	17.5%	19	47.5%	9	22.5%	0	0%	100%
16	5	12.5%	7	17.5%	19	47.5%	9	22.5%	0	0%	100%
17	28	70%	10	25%	2	5%	0	0%	0	0%	100%
18	28	70%	10	25%	2	5%	0	0%	0	0%	100%
19	5	12.5%	7	17.5%	19	47.5%	9	22.5%	0	0%	100%
20	4	10%	6	15%	23	56%	6	15%	1	4%	100%
21	0	0%	0	%	8	20%	23	57.5	9	22.5	100%
22	2	5%	5	12.5%	14	35%	7	17.5%	0	0%	100%
23	4	10%	6	15%	23	56%	6	15%	1	4%	100%
24	28	70%	10	25%	2	5%	0	0%	0	0%	100%
25	2	5%	5	12.5%	14	35%	7	17.5%	0	0%	100%
TOTAL	108		89		215		275		287		100%

The table above shows, that 133 is total frequency A (Always), the result of 124 is the total frequency B (Often), 313 of frequency C (Sometimes), 275 of frequency D (Seldom), and the result of 131 of frequency E (Never). So, each of percentage is 100%.

2. Data on The result of Interview Technique

It is used to attain further information and to complete. The data needed and give some question to the students. Some of questions are dealing with the students' motivation in memorizing English vocabulary at the second year of SMPN 11 Siak.

B. DATA ANALYSIS

1. Analysis on the Students' Motivation in Memorizing English Vocabulary

This research is focused on how is students' motivation in memorizing English vocabulary of SMPN 11 Siak. The writer uses the technique analysis of quantitative description with percentage. Hence, every option must be standardized according to scored criterion as follow:

Option A (Always) is scored	: 5
Option B (Often) is scored	: 4
Option C (Sometimes) is scored	: 3
Option D (Seldom) is scored	: 2
Option E (Never) is scored	: 1

In addition to find out the students motivation in memorizing vocabulary, the writer use standard percentage based on some categorize. The categorized of the statements can be seen as follows:

TABLE IV.2.27**The Students' Learning English Motivation Level**

NO	CLASSIFICATION	SCORE (%)
1	High	76 – 100
2	Mediocre	50 -75
3	Low	0 – 49

The first step in getting the analysis result by collecting and classifying each item of questionnaires based on some options and multiplied them by standardized score which have been determine before.

The next step is continuing the percentage of students motivation in memorizing English vocabulary to find out percentage, the writer use the formula as follows:

$$P = F / N \times 100\%$$

Note: P = Percentage

F = Frequency of Score

N = Number of Cases

In analyzing the total percentage of the level the students' motivation in memorizing English vocabulary, it is important to recapitulate all from questionnaires in one table. It can be seen as follows:

$$\text{Option A} : 108 \times 5 = 540$$

$$\text{Option B} : 89 \times 4 = 356$$

$$\text{Option C} : 215 \times 3 = 645$$

$$\text{Option D} : 275 \times 2 = 550$$

$$\text{Option E} : 287 \times 1 = 287$$

From the calculation above, the total number of F is:

$$540 + 356 + 645 + 550 + 287 = 2378$$

And the total number of N is:

$$108 + 89 + 215 + 275 + 287 = 974$$

To find out the percentage, the observed number of N must be compared with the expected number in this research, so 974 is multiplied by 5 as the high item score, and the result is 4870. Those, it is calculated by using the formula below:

$$P = F / N \times 100\%$$

$$P = 2378 / 4870 \times 100\%$$

$$= 0.488 \times 100\%$$

$$= 48.8 \%$$

Since 48.8% is found in category between 0% - 49%, it can be conclude that the students' motivation in memorizing vocabulary is categorized as Low.

2. Analysis on the Result of Interview Technique

After questionnaire, the following is the result of the interview that is Summarize into factors that influence the students' motivation in memorizing English vocabulary at the second year of SMPN 11 Siak. It can be seen as follows:

2. The result of the writer is interview to Arif. He said that he sometimes prepares English vocabulary before entering to the class, he just prepare it if by the teacher ordered it.
3. The result of the writer is interview to Herlina. She said that she only recognize a little English vocabulary items in written form.

4. The result of the writer is interview to Ridwan. He said almost never organize his time schedule to memorize English vocabulary. He usually fell boring to memorize it, because the spelling of English language is difficult read.
5. The result of the writer is interview to Aisyah. She said that she always uses English dictionary in finding the meaning of English vocabulary.
6. The result of the writer is interview to Rena. She said that she sometimes makes special note. She only make special note if there are assignments to memorize from her teacher and will be presented in the class.
7. The result of the writer is interview to Arman. He said that he sometimes speak English with their teacher at school. He only does it if there are commands from teacher to mention it.
8. The result of the writer is interview to Nurhayati. She said that she almost never uses a picture in memorizing English vocabulary. She fell unfamiliar use it.
9. The result of the writer is interview to Yanto. He said that usually fell happy if listen to someone speaks English. He fell happy if there is someone mentions/ speaks English by using vocabularies that had been studied.
10. The result of the writer is interview to Indriyani. She said that she never memorizes English vocabulary based on her activity. He feels unfamiliar.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Research Conclusion

Based on the explanations in the previous chapters, the writer can make conclusions as follows:

1. Based on the research findings, it can be categorized that the degree of second year students in using the motivation to memorize English vocabulary of SMPN 11 Siak is at poor level because the level percentage of the students is 48.8% which is located the category of 0% - 49%.
2. The factors that influence the motivation are: the students' motivation in using English dictionary to memorize their English vocabulary, the students' motivation in using dictionary before entering the class, and the students' motivation in feeling happy if they listen to someone speaks English. So, one of aspects that influences the students' achievement of their study is motivation.

B. The Suggestions

After conducting the research and explaining the problems of the students' motivation in memorizing English vocabulary at the second year students of SMPN 11Siak, in this case the writer wants to deliver some suggestions:

1. Having motivation in memorizing English vocabulary is quite important, this is especially for those who have poor at vocabulary. That is why, problems that are usually faced by most of students in order to understand a text or a story is firstly coming from the mistake that they have dealing with the words or vocabulary.

2. As students, they have to have such a kind of motivation in memorize the English vocabulary which will determine the fluency in mastering the English language itself.
3. The students must increase or improve their ways of learning and create their own motivation as to memorize English vocabularies.

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LIST OF APPENDIX

Appendix I Score of Second year Students Motivation in Memorizing English
Vocabulary

Appendix II Interview

From of items questionnaire

The difficulties Level of each item (questionnaire).